

My Little Fishes Nursery Day Care of Children

Drumchapel St Andrew's Church
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Telephone: 01419 447 721

Type of inspection:
Unannounced

Completed on:
30 April 2025

Service provided by:
My Little Fishes Nursery Ltd

Service provider number:
SP2006008614

Service no:
CS2006136828

About the service

My Little Fishes Nursery is a day care of children service which is situated within Drumchapel in the west of Glasgow. The early learning and childcare service is in partnership with Glasgow City Council to provide commissioned places for children aged between three and five years and eligible two year olds.

The service can accommodate 41 children. This includes a maximum of six babies up to two years, 15 children aged from two years up to three years and 20 children aged three years to those not yet attending primary school. At the time of our inspection there were a total of 22 children present.

The service is located in premises from renovated church halls from Drumchapel St Andrew's Church. The accommodation consists of three playrooms. Children have access to a spacious outdoor play area for physical play and outdoor learning. There is changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 29 and 30 April 2025. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- reviewed feedback from 20 parents and carers whose children attend the service
- spoke with one parent whose children attend the service
- reviewed feedback from six staff members employed in the service
- spoke with the provider/manager and staff
- observed practice and staff interactions with children
- reviewed documents.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Staff used kind and nurturing approaches which contributed to children feeling welcome, safe, and secure and contributed to positive relationships.
- Children were happy, settled and confident in the service.
- Lunch was a relaxed, unhurried, and sociable experience for children.
- Management and staff should review risk assessments to improve the safety and security of play environments.
- The outdoor play environment is spacious and has lots of potential for continued improvements.
- The management team were visible, friendly and approachable to children, families and staff.
- Quality assurance processes could be further developed to support continuous improvement of the service.
- Children benefited from a skilled staff team who worked very well together.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 1.1: Nurturing care and support

Children's care and learning routines were delivered with kindness and compassion from staff who were warm, nurturing and caring towards children. The interactions were very responsive and engaging and we saw staff comforting children. This supported children to feel safe, secure, and contributed to the positive relationships they had with staff. Parents told us, "I always feel the staff would care for and treat the children they care for, as their own whilst they are in their care" and "My child goes into nursery with no bother and actually doesn't want to leave which fills me with great confidence that he is receiving everything he needs and wants whilst in their care."

Children were happy, settled, and confident and had developed friendships. We observed children were kind and considerate in their interactions which enhanced their wellbeing. A child told us, "I am happy with my ladies, they make me feel safe and happy everyday. They help me with learning, developing and playing fun games."

We observed some parents when bringing children to nursery were leaving children at playroom doors and not entering the play environments. The service had recently communicated to parents to come into the service. We agreed the benefits of families entering the service when bringing their children to nursery and collecting them. This has the potential to enhance relationships, belonging and involvement for children and their families.

Lunch was a relaxed, unhurried, and sociable experience with all children coming together for the experience. Children were engaging in quality conversations with staff. Some older children were setting tables and all older children had opportunities to self serve their food contributing to supporting their choice, independence and responsibility skills. Staff were aware of children's dietary requirements, contributing to children's health, safety, and wellbeing.

Personal plans were in place for children. Plans were created in partnership with parents and carers. All parents told us, they are fully involved in their child's care, including developing and reviewing their personal plan. Children's personal plans were reviewed and discussed every six months as part of parents' meetings. Management agreed they would look at the processes in place to have written acknowledgement from parents that all plans have been reviewed within six months. Plans contained information for staff to support children and meet their individual needs. We suggested a chronology record could be used to record significant events. This has the potential to improve outcomes for children.

Staff confidently described children's individual needs and how they were supported. Staff knew the children well which meant they were able to respond to their individual needs and preferences.

Children's medicine was clearly labelled, administered, and stored safely. Health care plans were in place for children to support children's health and wellbeing. The service was reviewing medication every six months. We suggested the service review medication every three months in accordance with Care

Inspectorate guidance 'Management of medication in daycare of children and childminding services December 2024' to continue to support with medication being reflective of children's current health needs.

Quality Indicator 1.3: Play and learning

Children were having fun and engaged in experiences. Children told us, "I like to play with my friends, I run in the garden", "I get to see all of my friends and I get to draw and build things" and "I like playing tag out the garden, drawing and playing hide and seek." Children had very good opportunities to lead their own play and learning, which impacted positively on their development and wellbeing.

Outdoors there were opportunities for children to join in physical play. Children were playing active games with the parachute, hide and seek and using the bikes, providing opportunities for the development of their gross motor skills. Staff were responsive to older children's interests of finding and looking at mini beasts. Children had opportunities to learn about nature, living things and develop their numeracy and language skills when counting the mini beast's legs and eyes and looking at the patterns on their bodies. All parents told us their child had the opportunity to play outdoors. Parents commented, "The kids are out all the time they love an adventure so this is great for them" and "Nursery has a large outdoor garden and children get the opportunity to be out everyday unless extreme weather."

Babies had opportunities for song time supporting their language development. They were joining in actions and mimicking sounds. There were opportunities for babies physical development and movement when being provided space and support for standing and walking contributing to the development of their gross motor skills.

Staff joined in their play and were responsive to children's interests. They were skilful in knowing when to step back from play and join in again to spark children's interest and curiosity. Staff recognised where further challenge would be beneficial and equally, where support was required. This meant staff could respond meaningfully to children's needs and wishes and supported children's overall wellbeing and sense of belonging.

Management and staff had reviewed and developed their planning processes and were developing these to support with responsive planning for children's interests. Plans were responsive to children's interests and were being taken forward by staff to support children's play and learning. Staff used trackers to support depth and breadth into children's learning. Learning goals were set for children, and staff were planning for children's next steps in development. These were created to support children's individual learning and progression. We made suggestions to support continued development of the plans to extend children's voices. This has the potential to support children to recall and build on previous learning and provide a message to children that they are valued.

Online learning journals shared information with families about children's individual play experiences and learning. This supported learning to continue at home. We saw some parents providing feedback in response to observations. Staff were using the curriculum framework 'Curriculum for Excellence' and best practice guidance 'Realising the Ambition.' Observations were completed regularly for children and observations contained information of their skills, learning and next steps to support with progression in learning. Some observations showed a particular focus on numeracy and literacy experiences and management agreed they could be more holistic to describe the learning taking place within other curricular areas.

How good is our setting?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality Indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was welcoming, clean and most rooms were bright. Play spaces were furnished with natural resources which helped create calm and relaxing environments that promoted children's wellbeing.

Indoor play environments were set out attractively with stimulating and open-ended resources. These were accessible to children to support and extend their skills and curiosity. Children were able to join in experiences which were of interest to them. Tables in the three to five play environment took up considerable space to accommodate children's lunchtime experience. The provider/manager discussed they were considering introducing a rolling lunch which could support with reducing some of the tables. Contributing to providing more floor space and opportunities for children to extend their play and learning. Cosy areas provided opportunities for children to rest or relax on soft furnishings contributing to children's health and wellbeing.

Children benefited from a cloakroom area to store belongings and provided a space to change into and out of outdoor clothing. Outdoor shelters had been extended to support children's play and learning in different weathers with an outdoor classroom and mud kitchen and there were opportunities for risky and challenging play. We discussed with the provider/manager the outdoor area is spacious and has lots of potential for continued improvements to include opportunities for extending natural and loose parts materials to enhance children's play and learning. Parents told us, "My boys enjoy the mud kitchen as they both love getting messy" and "overall I feel the nursery is a safe and secure environment, however the garden could do with a bit of an upgrade."

Most environments were safe and secure for children. We identified safety and security to environments could be improved in some areas. We observed some outdoor gates although closed, could not always be secured. These have the potential of a child exiting the play environment/service. We discussed with the provider/manager priority should be given to minimise children leaving the play environments. On our second day of inspection measures had been taken to secure gates. We observed there was no safety gate in place between the three to five play environment and the kitchen area to minimise three to five children entering the kitchen. This has the potential to cause injury to children. Outdoors discarded items were being stored in an area of the children's outdoor play environment which were accessible to children. This had the potential to cause injury to children and attract pests. Almost all of these items were removed when we returned the next day. Risk assessments were in place to support children's health, safety and wellbeing. Some risk assessments needed to be relevant to the current environments. This would support all staff working towards the same shared control measures, to support safe and secure environments for children's care, play and learning. As this has the potential to compromise children's safety and security we have made an area for improvement (see area for improvement 1).

Children and staff were washing their hands before and after mealtimes and on return from outdoor play supporting children's health and wellbeing. Drinking water was available for children to access during the day to keep them refreshed and hydrated.

Areas for improvement

1. To support children's health, safety and wellbeing needs, children should be cared for in a safe and secure environment both indoors and outdoors. Robust risk assessments should take place and action taken to mitigate risks to children.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state that, 'My environment is secure and safe' (HSCS 5.17).

How good is our leadership?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality Indicator 3.1: Quality assurance and improvement are led well

Management were visible, friendly, and approachable to children, families and staff. Staff knew them well and told us they felt supported by them. Staff commented, "Management are very supportive of staff, and ensure staff are happy" and "There is a strong team spirit in the setting, staff can come to management at any time."

Staff were supported to engage in the settings improvement journey. They had made progress to children's planning processes and the use of trackers to support children's learning and progression.

The management team were carrying out audits and we discussed and provided examples of where more robust audits should be in place. This should include medication, personal plans and accident and incidents. Procedures for auditing could include the sharing of information of the improvements identified to be taken forward and in response the action taken. The service would benefit from creating a quality assurance calendar to monitor and audit all aspects of the service. The completion of regular quality assurance tasks has the potential to lead to continuous improvement.

Management and staff shared with us monitoring of staff practice was taking place. The service should review systems to support this, with information being accessible to staff and management after monitoring. Re-visiting the information has the potential for staff to reflect on their practice and to support with continued improvements.

Safe recruitment checks of references and Protecting Vulnerable Group (PVG) scheme were taking place to support the protection and safety of children. We discussed with the provider/manager improvements should be made by keeping a record of staff's proof of identity. This is in accordance with Care Inspectorate and Scottish Social Services good practice guidance 'Safe Recruitment Through Better Recruitment.'

Staff confirmed that they had been supported and were engaged in self-evaluation exercises and their thoughts and opinions were listened to and valued. Staff told us, "Each room is given a section of the self evaluation to be involved with and contribute to and always have good discussions with management as to why we are doing things that need to be done." Self-evaluation was used to identify strengths and where improvements could be made. Management and staff were using good practice publications to support their reflections, enabling them to benchmark against best practice. We could see identified areas for improvement were being taken forward to improve outcomes for children and their families.

Children and families were consulted on changes within the service and we could see how their suggestions were being taken forward to make developments to improve outcomes for children and their families. All parents told us my child and I are involved in a meaningful way to help develop the service. One parent commented, "Parents and children are always considered when changes or improvements are happening. I feel both my opinions/views as well as my sons are valued."

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 4.3: Staff Deployment

There was a small core staff team who were present to care for the children. Staff deployment worked well to support their needs and procedures were in place to account for all children.

Both members of the management team were supernumerary. A staff member had recently completed their qualification contributing to all staff members in the service being qualified practitioners. The staff team provided a range of skills and experience to the service. Key working arrangements ensured there was consistency in individual children's care across the day. Parents told us, "I have a great relationship with staff, they are great with my boys as well as myself. They are all very friendly and approachable" and "This is a fabulous nursery and they treat every child like one of their own. Leaving your child with "strangers" isn't easy but the staff don't stay strangers for long and that makes such a difference. Nursery staff, managers and even catering staff are all approachable and want the best for your child."

We saw staff working well together and staff told us they worked well as a team. We observed examples of communication and team working taking place. Staff supported each other and communicated when leaving a space or attending to a child's needs. Staff were using radio communication between indoor and outdoors environments to enable staff to communicate with each other and management for support when needed. Parents told us, "There hasn't been a day where staffing has been an issue and there is always the same level of care" and "It is always clear that staff are prepared for the kids. Staff clearly communicate with each other as I could ask any member of staff how my child has been and they are aware."

We discussed with management the service should review the deployment of staff to provide opportunities for children to be able to access outdoors earlier in the morning to meet children's interests and choices for play.

All staff were supported to develop their skills and knowledge through attending professional development. Staff shared with us how their training had supported them to reflect, and as a result they had made changes to their practice. Staff told us, "The difference my training and learning has made to the children's experiences is that it always makes me feel confident in my self that I am delivering good practice to the best of my ability and ensures I am kept up to date with any new legislations/guidelines or guidance."

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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